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Political Science 370  
Winter 2009  
346 MARB  
MWF 10-10:50  
Syllabus

## **THEORIES OF INTERNATIONAL RELATIONS**

### Overview

This course considers theoretical explanations for the patterns, trends, and events that occur among states or between states and non-state actors in the international arena. It surveys the most important theories and theoretical concepts that are employed to explain and understand international relations. Students will learn to evaluate these theories with respect to two principal criteria, with a focus on the first: 1) internal logic and persuasiveness; and 2) ability to explain real-world events. We will be concerned primarily with explanations of state cooperation and discord, including war.

### Objectives

You should be able to define key concepts in international relations and illustrate them with examples.

You should be able to understand and to articulate major theoretical arguments in international relations.

You should be able to critique in verbal and written forms both the internal consistency and the external applicability of theoretical arguments.

You should be able to identify the similarities and differences between different theories and to group them into broader theoretical approaches.

You should be able to apply abstract theories to real-world events and, conversely, to identify patterns in international relations amenable to abstract reasoning.

You should develop critical thinking skills, analytical skills, and writing skills, especially as they apply to international politics. Critical thinking and analytical skills involve the ability to identify patterns in specific facts, to compare and contrast patterns and concepts, to identify the implications of a particular argument, and to understand at least two different positions on each issue. Writing skills involve the ability to construct a persuasive argument by using logic, evidence, and good mechanics.

You should be able to describe the policy implications that flow from the theories we study and to critique the actions of policy makers by using these theories.

## Requirements

Abstracts	15 percent
Exams (3)	40 percent
Policy Paper	15 percent
Research Design Paper	15 percent
Theory Critique Paper	15 percent

*Abstracts.* Generally, this course requires you to read two long articles or three to four shorter articles for each class session. For each article we read you should write an abstract of five to six sentences. The abstracts should summarize the major arguments, logic and evidence of that article. Bring these with you to class each day. I will ask for one of them each week without prior notice, on the day we consider that article. These will be graded on a 5-point scale and returned to you. You cannot make up a missed abstract, but I will drop the two lowest scores.

*Exams.* We will have three exams, at dates signalled in the syllabus. These one-hour exams will test your knowledge through short essay questions. Each covers one-third of the class.

*Policy Paper.* Write a four-page double-spaced paper that identifies and defends policy prescriptions that flow from any of the theories we've considered in class. In this paper, you should identify an important international problem, summarize theoretical arguments relevant to that problem from our readings, derive policy prescriptions from those arguments, and defend those prescriptions as sound policies. This is a thought paper based on logic, though you may make references to illustrative evidence to help you make your points (e.g., "as illustrated by the ongoing problems facing the United States in Iraq . . ."). Make sure you have a brief introductory paragraph that lays out your problem, theory, policies and defense.

*Research Design Paper.* Write a four-page double-spaced paper that identifies observable implications of two different theories we've considered in class and identifies ways to test those implications empirically. This is a thought paper based on logic, but you will need to identify real-world cases and variables that would be good ways to test the theories we're considering. You may want to do some brief background research on those cases and trends so that your observable implications are clear and specific. Make sure you have a brief introductory paragraph that lays out your theories and key implications.

*Theory Critique Paper.* See assignment later in syllabus.

*Class Participation.* In-class participation is an important part of this course even though it is not included as a formal element of your final grade. I expect you to have read the assigned reading before coming to class. I expect you to raise questions and make comments in class, and to learn from your fellow students.

*Current Events.* Stay up on current events by perusing the *New York Times* ([www.nytimes.com](http://www.nytimes.com)), *Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), *The Economist* ([www.economist.com](http://www.economist.com)) or the international section of the *Financial Times* (<http://www.ft.com/world>), all free of charge following registration, or another high-quality source of international news. On the radio, the best news source is National Public Radio (NPR), which can be heard at KUER, 90.1, from about 6-9 in the morning and 4-6 in the evening. KUER also offers an excellent world news program from 3-4 pm sponsored in part by the BBC. On TV, the BBC at 10 pm each night on KBYU is the best thing going for international news in a traditional format. A wealth of other sources also exist, but few compete in breadth and depth of international coverage with these.

NOTE ON DUE DATES: Because I drop low scores, abstracts may be made up or turned in late. Late papers will be heavily penalized at the rate of 10 percent of the points possible per day. Late exams will be heavily penalized at 30 percent. If you have an emergency, let me know as soon as possible. I will work with you.

NOTE ON WORKLOAD: We spend 3 hours a week in class and I expect 6 hours a week outside of class.

### Readings

The following books are required and are available for purchase at the bookstore.

Robert J. Art and Robert Jervis, *International politics: Enduring concepts and contemporary issues*, 9th ed. (New York: Pearson Longman, 2006).

Michael E. Brown, Owen R. Cote, Jr., Sean M. Lynn-Jones, and Steven E. Miller, eds., *Theories of war and peace* (Cambridge: MIT Press, 1998).

Stephen Van Evera, *Guide to Methods for Students of Political Science* (Cornell: Cornell University Press, 1997).

Readings Packet. Also available on Blackboard.

### Course Schedule

The following abbreviations are used in this schedule:

BCLM	Brown, et. al. book
AJ	Art & Jervis book
BB	Articles on Blackboard

#### *I. How does International Anarchy Shape State Behavior?*

Jan. 7           Waltz, "Anarchic Structure of World Politics" (AJ)

Jan. 9           No Class; I have a conference

- Jan. 12 Van Evera, pp. 7-26
- Jan. 14 Oye, "Conditions for Cooperation in World Politics" (AJ)
- Jan. 16 Mearsheimer, "Anarchy and the Struggle for Power" (AJ)
- Jan. 19 HOLIDAY, MLK Day
- Jan. 21 Wendt, "Anarchy is What States Make of It" (AJ)

*II. How Important are Power Resources and Force? How Do They Shape International Relations?*

- Jan. 23 Mearsheimer, "Back to the Future," 3-54. (BCLM)
- Jan. 26 Van Evera, pp. 27-48
- Jan. 28 Lebow, "The long peace, the end of the Cold War, and the failure of realism." (BB)
- Jan. 30 Keohane and Nye, "Complex Interdependence and the Role of Force" (AJ)  
Art. R. "The Fungibility of Force" (AJ)
- Feb. 2 Walt, "Alliances: Balancing and Bandwagoning" (AJ)
- Feb. 4 Pape, "The Strategic Logic of Suicide Terrorism" (AJ)
- Feb. 6 Jervis, "Offense, Defense, and the Security Dilemma" (AJ)
- Feb. 9 Van Evera, "Offense, Defense, and the Causes of War" (BCLM)
- Feb. 11 Posen, "A Nuclear-Armed Iran" (AJ)
- Feb. 13 EXAM 1 IN CLASS
- Feb. 16 HOLIDAY, Presidents Day
- Feb. 18 Gordon, "Can the War on Terror Be Won?" (AJ)

*III. How and Why do Ethnic Identities and Cultural Differences Contribute to War? How Can We Avoid these Wars?*

- Feb. 20 Lake and Rothchild, "Containing Fear: the Origin and Management of Ethnic Conflict," 292-328. (BCLM)
- Feb. 23 Huntington, "The Clash of Civilizations?" (AJ)

### **POLICY PAPER DUE IN CLASS, FEB. 23**

- Feb. 25 Dobbins, "Nation-building: UN Surpasses US on Learning Curve" (AJ)  
Payne, "Deconstructing Nation-Building" (AJ)
- Feb. 27 Fearon and Laitin, "Violence and the Social Construction of Ethnic Identity." (BB)
- March 2 Kaufmann, "Possible and Impossible Solutions to Ethnic Civil Wars" (AJ)

#### *IV. Do Democracies Produce Peace? Why? How?*

- March 4 Owen, "How liberalism produces democratic peace," 137-175. (BCLM)
- March 6 VanEvera, pp. 49-88
- March 9 Hawkins, "Case Study" (BB)
- March 11 Layne, "Kant or Cant: the myth of democratic peace," 176-220. (BCLM)
- March 13 Mansfield and Snyder, "Democratization and the Danger of War," 221-256. (BCLM)

### **RESEARCH DESIGN PAPER DUE IN CLASS, MARCH 13**

#### *V. How and Why does Interdependence and Globalization Affect International Relations and State Behavior?*

- March 16 Copeland, "Economic Interdependence and War," 464-500. (BCLM)
- March 18 March Homer-Dixon, "Environmental Scarcities and Violent Conflict," 501-536. (BCLM)
- March 20 EXAM 2 IN CLASS

#### *VI. Why do States Create and Delegate to International Institutions?*

- March 23 Ikenberry, "The Problem of Order" and "An Institutional Theory of Order Formation." (BB)
- March 25 Moravcsik, "The Origins of Human Rights Regimes." (BB)
- March 27 Hawkins, Lake, Nielson and Tierney, "Delegation under Anarchy: States, international organizations, and principal-agent theory" (BB)

#### *VII. What is the Impact of International Institutions on States?*

March 30 Checkel, J. "Why comply? Social learning and European identity change" (BB)

April 1 Pevehouse, Jon C. "Democracy from the Outside-In? International Organizations and Democratization" (BB)

*VIII. How and Why do Nonstate Actors Influence International Relations?*

April 3 Keck and Sikkink, "Transnational Activist Networks" (AJ)  
Mallaby, "NGOs: Fighting Poverty, Hurting the Poor" (AJ)

April 6 Risse and Sikkink. "The Socialization of International Human Rights Norms into Domestic Practices: Introduction" (BB)

April 8 Carpenter, "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95" (BB)

**THEORY CRITIQUE PAPERS DUE IN CLASS APRIL 8**

*IX. How and Why do Policies and Practices Spread Internationally?*

April 10 Simmons, Dobbin and Garrett, "Introduction: The International Diffusion of Liberalism" (BB)  
Elkins, Guzman, and Simmons, "Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960-2000" (BB)

*X. Conclusions: Continuity and Change in the International System*

April 13 Jervis, "The Era of Leading Power Peace" (AJ)

**FINAL EXAM: TUESDAY, APRIL 21, 11 AM in our regular classroom**

## List of Readings on Blackboard

In the order in which we read them

- Lebow, Richard Ned. 1994. The long peace, the end of the cold war, and the failure of realism. *International Organization* 48, no. 2: 249-277.
- Fearon, James D. and David D. Laitin. 2000. Violence and the social construction of ethnic identity. *International Organization* 54, no. 4: 845-877.
- Hawkins, Darren G. 2008. Case Studies. Forthcoming, *Handbook of Comparative Politics*. Sage Publications.
- Ikenberry, G. John. 2001. "The Problem of Order" and "An Institutional Theory of Order Formation," in *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*. Princeton: Princeton University Press.
- Moravcsik, Andrew. 2000. The origins of human rights regimes: Democratic delegation in postwar europe. *International Organization* 54, no. 2: 217-252.
- Hawkins, Darren G., David A. Lake, Daniel L. Nielson, Michael J. Tierney. 2006. Delegation under Anarchy: States, International Organizations, and Principal-Agent Theory. In Hawkins, Lake, Nielson and Tierney, eds., *Delegation and Agency in International Organizations*. Cambridge: Cambridge University Press.
- Checkel, Jeffrey T. 2001. Why comply? Social learning and european identity change. *International Organization* 55, no. 3: 553-588.
- Pevehouse, Jon C. 2002. "Democracy from the Outside-In? International organizations and democratization." *International Organization* 56, No. 3: 515-549.
- Risse, Thomas and Kathryn Sikkink. 1999. The socialization of international human rights norms into domestic practices: Introduction. In *The power of human rights: International norms and domestic change*, ed. Thomas Risse, Stephen C. Ropp and Kathryn Sikkink:1-38. Cambridge: Cambridge University Press.
- Carpenter, R. Charli. 2003. 'Women and children first': Gender, norms, and humanitarian evacuation in the Balkans 1991-95. *International Organization* 57, no. 4: 661-694.
- Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. 2006. Introduction: The international diffusion of liberalism. *International Organization* 60 (4):781-810.
- Elkins, Zachary, Andrew T. Guzman, and Beth A. Simmons. 2006. Competing for capital: the diffusion of bilateral investment treaties, 1960-2000. *International Organization* 60 (4):811-846.

## General Policies

Academic dishonesty in all forms will be penalized. All forms of academic dishonesty, including cheating and intentional plagiarism, are immoral acts and most are also violations of the honor code. Inadvertent plagiarism is a form of academic dishonesty that does not constitute a violation of the honor code, but will be penalized appropriately, usually by deducting points from the paper's grade. I find that inadvertent plagiarism is a common problem, and reflects ignorance, laziness, or an attitude of not caring. Inadvertent plagiarism is defined as "inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution."

See [http://www.byu.edu/honorcode/honor\\_code.htm#HONESTY](http://www.byu.edu/honorcode/honor_code.htm#HONESTY) for specific examples of fabrication, falsification, and both intentional and inadvertent plagiarism.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

## How To Read in Political Science

Professor Darren Hawkins

As students, we encounter different kinds of reading materials that require different reading methods. Yet we often apply the same standard method to different materials. It's important to recognize what type of material we're dealing with and what purpose we have in reading. Then, we can read it appropriately—and usually more quickly.

To begin, "read" is really the wrong word, in a sense. When I assign you to "read" something, you should interact with it. You should extract the most important information, mark up the text, summarize key ideas in your own words, and skim less important information. You are not "reading" so much as you are extracting and interacting.

### Method #1 — Standard

1. Start at the start and read to the end.

Appropriate only for interesting novels or material that you need to know extremely well.

### Method #2 — Textbooks

1. Read the introduction and conclusion of the assigned chapter to figure out the topic and some of the author's main arguments (if she has any; some textbooks mostly summarize facts and introduce concepts).

2. Look at the "learning material" often provided at the end of chapters. These often include key words and questions. Study them or make notes on them so you can be looking for them as you read.

3. Read the headings and sub-headings in the chapter to get an idea of the map of the chapter and where it's going.

4. Read the material in the chapter, probably start to finish, but looking for the key concepts and answers to the important questions.

### Method #3 — Academic Articles and Book Chapters

1. Read the introduction and conclusion.

2. Find the central arguments or hypotheses. Highlight them AND write them down on a separate piece of paper. If the article has an abstract, rephrase it in your own words after reading the introduction and conclusion.

3. Find the key evidence. In quantitative pieces, this will be in tables. In qualitative pieces, this should be summarized somewhere. Summarize this evidence in your own words.

4. Read the Headings and Sub-Headings to figure out the map of the argument and/or the nature of the evidence. Also look in the introduction, as authors often provide a map of their article/chapter in one of the opening paragraphs. Get a sense of where the article/chapter is going and what the author will say.

5. Read/Skim the rest of the article from start to finish. Concentrate on the first sentence or two of each paragraph and highlight more important ones. Read a paragraph when interesting/important; skim others. Whether information is interesting/important depends on your purpose and your interests. If you're looking for facts/evidence or need to follow a narrative, you will read more closely than if you just want the general picture.

#### Method #4 — Academic Books

1. Read the introductory chapter.
2. Find the central arguments or hypotheses. Highlight them AND write them down in your own words on a separate piece of paper.
3. Look for the paragraph or two in which the author provides a map of the book. Get a sense of where the book is going and what the author will say. Write down a summary of how the book will develop.
4. Read the concluding chapter. Look for and note in writing the ways that the author amends or supports his original claims (in the introduction). Look for ways that the author says her study relates to other studies or theories that you may be familiar with. If the author offers policy prescriptions or directions for future research and those are important to you, summarize them.

If you only need to know the book's arguments, STOP! You're done. We'll just sort of trust that the author sustained his arguments well.

If you need to know the book's evidence (facts) GO ON.

How do you know if the evidence is important?

If you're reading for class, ask the professor. Or take a clue from the professor's comments. A professor telling you to skim the book generally means to use the approach I've just outlined.

If you're doing research, then you need to look at evidence if it's closely related to your topic. If the argument is relevant, but the evidence is less so, you're done.

If you need to go on,

1. Read each chapter as you would an individual academic article. Only it should take even less time because you already understand the author's main arguments.
2. Summarize the ways in which the author applies her arguments to the evidence/facts being considered in each chapter. What key facts best support her points? What possible evidence would undermine her arguments? How does she deal with unpersuasive evidence? How does she undercut alternative explanations?

## **Theory Critique Paper**

Political Science 370, Winter 2009

Professor Darren Hawkins

<b>Purpose</b>	To develop your critical reading, thinking and writing skills. To develop a deeper understanding of the problems and strengths of at least two theoretical arguments and to engage in independent theoretical thinking and writing.
<b>General Assignment</b>	The essay should compare and contrast two or more of the required articles for the course. The essays should evaluate the articles according to the internal reasoning and logic of their theoretical statements and the persuasiveness of their evidence. This essay is not a research papers and should not contain much empirical data. Rather, it should offer conceptual critiques of the theoretical reasoning and of the types of evidence employed in the articles you review. The essay might draw on empirical material as illustrations of your argument, but this is mostly a conceptual paper.
<b>Possible Paths</b>	<p>To complete this general assignment, you could take one of several possible paths, as follows:</p> <p>Compare one article with another addressing the same type of question and show how one is superior to the other.</p> <p>Combine two or more articles by showing how their theoretical reasoning and types of evidence they use can be complementary.</p> <p>Amend theories by suggesting the addition of other variables that could help resolve difficulties in the theoretical reasoning, and suggest why your additional variables make sense empirically (in the real world).</p> <p>Show how the theoretical reasoning of two different articles is sound, but points in fundamentally different directions. Suggest additional empirical tests that could help resolve differences between competing theories.</p> <p>Show how the theoretical reasoning and empirical tests of two different articles are deeply flawed and should be tossed out entirely.</p>
<b>Format</b>	The assignment should be no longer than five double-spaced, computer-generated pages. You should only deal with a few authors we read in class and should simply cite them by name in the text. No bibliography or notes are needed.
<b>Due Date</b>	Due in Class at the time of the Final Exam.
<b>Style</b>	Write to an audience of your peers in this class, explaining to them the theoretical problems and possibilities that you see. Use relatively formal language but also feel free to use the personal “I,” as in, “I argue that. . . .”

## Grading

A: The paper has a clear thesis statement in the first paragraph or two in which you summarize your major arguments. You don't straddle fences; you tell me clearly what you think are the major similarities and differences in the articles you review, and what is correct or incorrect about the theoretical reasoning and empirical application in those articles. The paper employs good grammar and spelling, is elegantly written, and is well-organized. It develops a clear causal logic and offers some empirical illustrations. The logic of the paper is sound and well-developed, offering evidence of original thought. The arguments are sophisticated and not obvious.

B: Thesis statements are not as sophisticated, not well-developed, or somewhat unclear. In some cases, the thesis is discovered near the end of the paper. The logic is sometimes flawed or the evidence discussed does not clearly support the argument. Often times, the paper does a nice job summarizing the arguments of authors but offers relatively few additional arguments or insights of its own. The paper is relatively well-written and organized, with a low frequency of errors, but some awkwardness detracts.

C: The thesis statement is unclear, vague, or too simple. The logic is quite underdeveloped or somewhat contradictory. A discussion of empirical evidence is missing or contradicts the argument. The paper has frequent errors in word choice, grammar, etc. Often, the paper is largely descriptive, simply summarizing others sequentially without showing how the authors' arguments interact with each other.

D: The thesis is largely missing. The paper is disorganized and/or illogical. Frequent grammatical errors detract significantly.